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ABSTRACT

The purpose of this high school consumer education course is to make the student sware of his place in the economic system. This is achieved through the attainment of certain goals: 1) an understanding of the American economic system; 2) the function of money and banking; 3) a consideration of various types of insurance; 4) an identification of advertising methods; 5) a synthesis of variables acting on the consumer in the market place; 6) an understanding of credit and home buying procedures and of sources of consumer aid and protection. Course content elaborated upon by learning activities follows the identification of these goals. The last section of the course lists texts and numerous supplementary materials. (JH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

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Social Studies: YOUR BUYING POWER
6448.11
6446.16

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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SOCIAL STUDIES

YOUR BUYING POWER

6448.11
6446.16

By

William E. Henderson

for the

Division of Instruction
Dade County Public Schools
Miami, Florida
1971

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INTRODUCTION

This course of study was written as a part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g., pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to : Social Studies Office, Room 306, Lindsey Hopkins, A-1.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION: THIS COURSE IS DESIGNED TO DEVELOP ECONOMIC UNDERSTANDING FROM A CONSUMER POINT OF VIEW. INSTRUCTION IS ORGANIZED AROUND ACTUAL ACTIVITIES IN THE LIFE OF EACH STUDENT, SOURCES OF CONSUMER INFORMATION, INTELLIGENT CHOICE OF GOODS AND SERVICES, SOCIAL AND ECONOMIC RESPONSIBILITY OF THE STUDENT, AND THE DEVELOPMENT OF A CRITICAL ATTITUDE TOWARDS ADVERTISING.

CLUSTER: Political and Economic Studies
GRADE LEVEL: 10 - 12
COURSE STATUS: Elective
INDICATORS OF SUCCESS: None

COURSE RATIONALE: The purposes of this course are to help facilitate student development of a personal value system, develop sound decision-making procedures based on this value system, examine alternatives in the marketplace in order to increase his buying power, develop a critical analysis of his rights and responsibilities as a consumer, and to fulfill his role influencing the economic aspects of our society.

COURSE GOALS:

1. THE STUDENT WILL DISCOVER THAT THE AMERICAN ECONOMY, AS EVIDENCED THROUGH THE FREE ENTERPRISE SYSTEM, EXISTS FOR THE CONSUMER.

2. THE STUDENT WILL ANALYZE THE RELATIONSHIP BETWEEN THE FUNCTIONS OF MONEY AND BANKING INTO THE AMERICAN ECONOMY.

3. THE STUDENT WILL DISTINGUISH AMONG THE FORMULATION, FUNCTION, AND BENEFITS OF BUSINESS ORGANIZATIONS.

4. THE STUDENT WILL ANALYZE THE TYPES OF INVESTMENTS THAT CAN IMPROVE ONE'S FINANCIAL POSITION, BOTH PRESENTLY AND IN THE FUTURE.

5. THE STUDENT WILL JUSTIFY THE IMPORTANCE OF PROPERTY, LIABILITY, LIFE, HEALTH, AND SOCIAL INSURANCE.

6. THE STUDENT WILL IDENTIFY EXAMPLES OF ADVERTISING AS THE CREATION OF CONSUMER DEMAND THROUGH THE MEDIUM OF VISUAL AND VERBAL PROPAGANDA.

7. THE STUDENT WILL SYNTHESIZE THE QUALITIES OF KNOWLEDGEABLE CONSUMERS IN THE MARKETPLACE.

8. THE STUDENT WILL PROPOSE REASONS FOR THE INTELLIGENT USE OF CREDIT AND INSTALLMENT BUYING.

9. THE STUDENT WILL SUGGEST PROCEDURES TO FOLLOW WHEN BUYING A HOME.

10. THE STUDENT WILL DISCUSS CRITICALLY THE EXISTING SOURCES OF CONSUMER AID AND PROTECTION.

COURSE CONTENT OUTLINE:

I. The American Economy

A. The free enterprise system
   1. Role of the consumer
   2. Role of business
   3. Role of government

B. Economic goals of the U.S.
   1. Personal goals of the individual
   2. National goals of the country

C. Measuring economic growth
   1. Gross National Product defined
   2. Gross National Product measured
      a. Production method
      b. Expenditure method
      c. Income method

II. Money and Banking

A. The role of money
   1. Functions
   2. Characteristics
   3. Types in circulation

B. The role of banks
   1. Federal Reserve System
      a. Services offered
      b. Controls employed
   2. Commerical banks

C. Inflation
   1. Types encountered
   2. Controls prescribed

III. Business Organizations

A. Factors of production
   1. Natural resources
   2. Management
   3. Capital
   4. Labor

B. The formulation and function of businesses
   1. Single proprietorship
   2. Partnership
   3. Corporation

IV. Investing by the Consumer

A. Financial management
   1. Goals established
   2. Risks involved
      a. Liquidity
      b. Safety
      c. Interest
      d. Stability of value

B. Savings investment
   1. Commerical banks
   2. Savings and loans
   3. Credit unions

C. Stocks and bonds
   1. What they are
   2. How to use them
   3. Mutual funds

D. Real estate

V. Insurance Protection

A. Property and liability
   1. Personal coverage
   2. Real property coverage
   3. Automobile coverage

B. Life and health
   1. Group or individual policies
   2. Whole or straight life
   3. Limited life
   4. Endowment
   5. Term

C. Social
   1. Social security
   2. Pension plans
   3. Wage protection insurance

VI. Advertising

A. Why it is needed
   1. Institutional (towards advertiser)
   2. Product (towards consumer)

B. How it is used
   1. Consumer behavior
      a. Psychological, social, and economic motivations
      b. Rational consumer
      c. Emotional consumer
   2. Consumer influence through propaganda

C. Effects on marketplace
   1. Advantages and beneficial effects
   2. Disadvantages and detrimental effects

VII. Buying Habits of the Consumer

A. Marketplace as the workshop of the consumer
   1. Brand names vs. local production
   2. Intelligent use of discounts
   3. Use of grade labeling (description of contents of product)
   4. Use of unit pricing (determination of best product for lowest cost
   5. Use of code stamping (dating of products)

B. Awareness of fraudulent and deceptive practices
   1. "Bait and switch" ads
   2. Slack-fill packaging
   3. Fraudulent home improvement
   4. Phony repair services

C. Costs and risks of buying
   1. Food
   2. Clothing
   3. Automobiles

VIII. Credit and Installment Buying

A. Identifying one's purchasing power

B. Examining reasons for borrowing on time

C. Using charge accounts
   1. Credit cards or charge plates
      a. Revolving accounts
      b. Household accounts
   2. Lay-away plans
   3. Advantages and disadvantages

D. Buying on installment
   1. Contracts encountered
   2. Costs involved
   3. Risks observed

IX. Housing

A. Ownership vs. renting
   1. Advantages
   2. Disadvantages

B. Locating a home
   1. Environment
   2. Familial needs
   3. Real estate brokers
   4. Appraisers and contractual engineers

C. Financing a home
   1. Mortgages
      a. FHA
      b. VA
      c. Bank
      d. Insurance
   2. Title insurance
   3. Other insurance and costs

X. Consumer Aids and Protection

A. City and state
   1. Public
      a. Consumer protection bureaus
      b. State Attorney General's Office
      c. Small Claims Court
   2. Private
      a. Better Business Bureau
      b. Chamber of Commerce
      c. Legal Aid Society
      d. Private attorney
      e. Trade associations
      f. Newspaper action lines

B. National
   1. President's Committee on Consumer Interests
   2. Cabinet positions
   3. Government agencies
      a. Civil Aeronautics Board
      b. Federal Communications Commission
      c. Pure Food and Drug Administration
   4. Department of Justice

C. Legal and other sources
   1. Modified Federal Trade Commission Act
   2. Truth-In Lending legislation
   3. Truth-In Packaging legislation
   4. Auto safety legislation
   5. Food inspection legislation
   6. Ralph Nader's contributions
   7. Consumer magazines and reports

GOAL 1: THE STUDENT WILL DISCOVER THAT THE AMERICAN ECONOMY, AS EVIDENCED THROUGH THE FREE ENTERPRISE SYSTEM, EXISTS FOR THE CONSUMER.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. THE CONSUMER IS THE MOST IMPORTANT COMPONENT OF THE FREE ENTERPRISE SYSTEM IN AMERICA.	A. The student will evaluate the role of the consumer, business, and government in the American economy.	1. Have students view the film <u>It's Everybody's Business</u> (22'C, 1-10214), and answer the following discussion questions: a. How do our freedoms in the United States provide a foundation for our business system? b. Do any dangers exist that might affect these personal, political, and economic freedoms? c. What roles should the consumer, business, and government assume in protecting and perpetuating this free enterprise system? 2. Divide the class into the following groups: consumer, business interests, and government. Let each group answer the following questions among themselves: a. What is the importance of your group in the economy? b. What role should your group assume? c. Should any restrictions or regulations be placed on your group or its activities? d. What relationship should exist between your group and the other groups in our economic structure? After the groups have answered these questions, have a member of each group represent them in a debate with representatives from the other groups debating and presenting a defense of their role in society.
	B. The student will distinguish between the economic goals of the consumer and those of the country as a whole.	1. Elicit responses from the students as to what they consider their personal economic goals and list them on the chalk board for discussion.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. On an acetate, list the economic goals of the U.S., or if possible, obtain a taperecording of the President's last state of the union message from the New York Times newspaper, and derive the economic goals from it while playing it to the class. Ask the students to respond to the following: a. How are your individual goals similar to those of the nation? Different? b. Do the goals of the nation represent those of the individual? c. Can the individual achieve his goals through the achievement of those of the nation? Or vice versa?
	C. The student will cite evidence for the importance of the consumer's contribution to Gross National Product.	1. Define GNP as the total amount of goods and services produced in a country during a given time period, and ask the students to define or construct methods for its measurement. 2. Ask the class to respond to the following: a. What effect does the consumer have on GNP? b. Would it be possible to determine GNP without the consumer? c. Could GNP, as a measurement, exist without the presence of consumers? 3. To illustrate the expenditure method, divide the class into the following groups: consumers, business, government, net foreign investment. Ask each group to determine in what general categories could their expenditures be classified, and then have a representative from each group list their expenditures on the chalk board. The total of all four lists of expenditures will equal GNP.

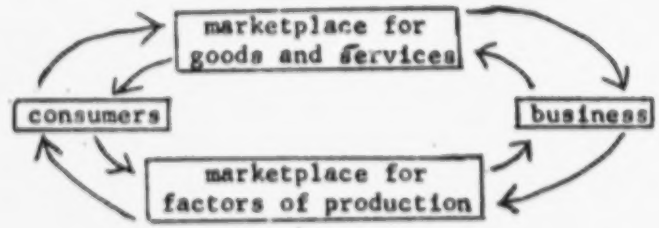
GOAL 2: THE STUDENT WILL ANALYZE THE RELATIONSHIP BETWEEN THE FUNCTIONS OF MONEY AND BANKING INTO THE AMERICAN ECONOMY.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
II. THE FUNCTION OF MONEY IS INTER-RELATED WITH THE FUNCTION OF BANKING IN THE AMERICAN ECONOMY.	A. The student will analyze the functions and characteristics of money.	1. Have student read the booklets Money: Master or Servant and Counterfeit? (available in class sets from the Federal Reserve Bank of Atlanta at no charge), and respond to the following discussion questions: a. What is the role of money in the functioning of the U.S. economy? b. Are the functions of money necessary for the existence of our economy? c. Could you function without the existence of money? How? 2. List the characteristics of money on the chalk board and ask the students to identify forms of money that would best represent each characteristic. Then ask the students to evaluate how well U. S. currency measures up to the characteristics. 3. Have a student give a report on the history of money in the U.S. and then ask the class to justify its importance. 4. Divide the students into four or five groups and instruct them to hypothetically formulate a currency other then that presently used in the U.S., and answer the following: a. What are the uses of your currency? b. Will another group accept your currency? Why or Why not? Have each group compare their currencies with the other groups and then list on the chalk board, from class consensus, suggested functions and characteristics of money.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will propose reasons for the existence of the American banking system.	1. Have the students view either of the following films: Money on the Move (28'C, 1-31173) or Federal Reserve Bank and You (30'BW, 1-31161), and respond to the following: a. What is the role of banking, as evidenced through the Federal Reserve System, in the U.S.? b. What consumer services does the banking system provide? What should they provide? c. Is it necessary for banks to control the money supply of a country? Why or Why not? d. Can the banking system of the U.S. serve the consumer efficiently without the Federal Reserve System? 2. Students can read the following booklets and then respond to the aforementioned questions: The Federal Reserve System, Purposes and Functions or Keeping Our Money Healthy (both obtainable in class sets at no charge from the Federal Reserve Bank of Atlanta). 3. Have students interview banking officials and report to the class on their findings. 4. Plan a field trip to the First National Bank of Miami or some other bank to observe banking operations.
	C. The student will synthesize the roles of banking and money in controlling inflation in our economy.	1. Have students read the following booklets: The Mystery of Economic Growth (available free from the Federal Reserve Bank of Philadelphia) and You and Your Money (available free from the Federal Reserve Bank of Richmond), and respond to the following:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. What are the types of inflation? b. What function does money play in inflation? c. How can the banking system help to control inflation? d. Can inflation exist without the existence of money? How? 2. Invite a local banker to come in and speak to the class on inflation and the role of the banking system in its control. 3. Initiate a general group discussion on the following topic: Will control of inflation benefit the consumer in the long-run? 4. Have students research the effects of inflation in your locale and report back to class concerning the causes, effects, and possible controls.

GOAL 3: THE STUDENT WILL DISTINGUISH AMONG THE FORMULATION, FUNCTION, AND BENEFITS OF BUSINESS ORGANIZATIONS.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. BUSINESS ORGANIZATIONS BOTH REPRESENT AND BENEFIT THE CONSUMER IN THE U.S.	A. The student will analyze the role of the factors of production in the free enterprise system.	1. an acetate, illustrate the circular flow diagram of the economy:  Ask students to respond to the following: a. In which direction is the money flowing? b. In which direction are the factors or results of production flowing? c. Which factors of products apply to each area of the diagram? d. What role does the consumer play in the functioning of the diagram? e. Can the diagram exist without the consumer? 2. Divide the class into the following groups: natural resources, management, capital, labor and ask them to respo to the following: a. How would you define the purpose of your area? b. Can the economy function without your area? c. How does your area relate to or involve the consumer? Have a panel composed of a representative from each group defend their roles in the economy and discuss their importance with the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will compare the three forms of business organizations.	1. Show the film The Modern Corporation (28'C, 1-13311), and ask the students to respond to the following: a. Of what importance is the corporation to the economy? b. Of what importance is the consumer to the corporation? c. Why has the corporation been successful? d. Does the corporate enterprise tend to diminish the roles and importance of the single proprietorship and partnership? e. As an investor, which of the three would it be most beneficial for you to enter? 2. Present the following situation to the class: They have just turned 21, have saved a few thousand dollars, and are thinking about going into business for themselves. Consider the following: a. List the characteristics of the three forms of business organizations on the chalkboard. b. Describe the advantages and disadvantages of each. c. Evaluate the best form to enter and why. 3. Invite a speaker from the Small Business Administration office to come and discuss the costs and risks of starting a business.

GOAL 4: THE STUDENT WILL ANALYZE THE TYPES OF INVESTMENTS THAT CAN IMPROVE ONE'S FINANCIAL POSITION, BOTH PRESENTLY AND IN THE FUTURE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IV. ONE'S FINANCIAL POSITION CAN BE IMPROVED THROUGH AN INTELLIGENT INVESTMENT PROGRAM.	A. The student will suggest goals and risks that might be encountered when investing money.	1. Have the students identify possible goals for individual financial investment and list them on the chalk board. 2. List risks, as suggested by students, that might be encountered when attempting to achieve their investment goals. Discuss the risks associated with the goals to evaluate the possibility of achieving the goals. 3. Have students play one of the simulation games commercially available which identify risks involved when investing money. a. BMG (simulates a competitive market where participants try to make profit and accumulate capital assets). b. Consumer c. Market Game
	B. The student will compare the investment possibilities of various saving institutions.	1. Have students research and report to the class on the following saving institutions: commerical banks, savings and loans, and credit unions. 2. Ask the students to respond in writing to the following: Given $1000 to invest, which of the savings institutions would you deposit it in and why? Discuss risks and benefits. 3. Invite a speaker from a credit union to come in and discu the functions of his organization. 4. Possible field trips might be undertaken to any of these institutions to evaluate the possibilities at each.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	C. The student will propose reasons for investing in stocks and bonds for financial improvement.	1. Show the film The Work of the Stock Exchange (15'BW, 1-10194), and ask the students to respond to the following: a. Why would an individual wish to invest in stocks or bonds? b. Would the consumer benefit more from this type of investment rather than that in a savings institution? Why? c. How does this form of investment help the American economy through the consumer? 2. Have the students read either of the following booklets and answer the questions stated above: You and Your Investment World (obtainable in class sets from the offices of the New York Stock Exchange Department along with a copy of Portfolio of Teaching Aids) and/or How to Invest in Stocks and Bonds (obtainable from any local stockbrokerage). 3. Invite a local stockbroker to come in and discuss investment possibilities or take a field trip to a stockbrokerage firm. 4. Have students play the Stock Market Game (can be purchased from Parker Bros.). 5. Have students follow stocks to evaluate their investment judgment, noting paper losses and gains.
	D. The student will illustrate the investment possibilities of real estate.	1. Have the students hypothetically invest money into a piece of real estate and list the variables that might affect the appreciation or depreciation of the property. 2. Elicit responses from students concerning factors to be reviewed before selecting real estate for investment. 3. Invite a realtor to come in and discuss the possibilities available and procedure to follow for real estate investment.

OAL 5: THE STUDENT WILL JUSTIFY THE IMPORTANCE OF PROPERTY, LIABILITY, LIFE, HEALTH, AND SOCIAL INSURANCE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CONSUMER CAN PROMOTE THE SAFETY AND WELL-BEING OF HIMSELF AND HIS FAMILY BY PROCURING COMPREHENSIVE INSURANCE COVERAGE.	A. The student will analyze the need for property and liability insurance by the consumer.	1. Show the film Casulty Insurance (20'BW, 1-10251), and ask the students to respond to the following: a. In what situations or under what circumstances would an individual need to have property insurance? b. Under what circumstances would an individual need liability insurance? c. What costs are involved when purchasing such insurance? d. Should property and/or liability insurance be voluntary or mandatory for homes and/or autos? e. Under what circumstances would an individual not need such insurance coverage? Why? 2. Invite an insurance agent to come in and discuss the function and necessity of property and liability insurance. An automobile insurance agent would preferable. 3. Assign student research projects dealing with the need for property and liability insurance for different items, and have them to report back to the class.
	B. The student will propose reasons for the need for life and health insurance for the consumer and his family.	1. Invite a speaker from a life insurance company to come in and discuss the needs for, types of, and uses of life and health insurance. 2. Have the students identify the following types of life insurance and evaluate their importance: a. Whole or straight life b. Limited life c. Endowment d. Term

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Ask students who are employed to identify any health or life insurance coverage provided by their employer. Have others ask their parents about personal coverage. Then either construct a panel to discuss the benefits from both forms of coverage or conduct a general class discussion on the topic. 4. Have students play the Managing Your Money game (available from the DUNA Mutual Insruance Society, P.O. Box 391, Madison, Wisconsin 53701) to experience the decision-making situations that may arise when investing in insurance.
	C. The student will discuss critically the need for social insurance.	1. Invite a speaker from the local Social Security Office to come in and discuss the purposes and benefits of social security. 2. Invite a speaker in from the Dade County Welfare Office to discuss unemployment compensation and the importance of social insurance. 3. Employ charts and acetates to show students the reasons for Social Security and Medicare. (Teaching kits are available in class sets with acetates, charts, and discussion questions free of charge on Social Security and Medicare from the local Social Security Office or from HEW, Social Security Administration, Washington, D. C.). 4. Have students research and report to the class on the functions and importance of: a. Social Security b. Medicare c. Medicaid d. Unemployment compensation e. Pension plans f. Wage protection insurance 5. Suggested resources: Economics for Young Adults, Linder, Part I, Chapters 8-9.

)AL 6: THE STUDENT WILL IDENTIFY EXAMPLES OF ADVERTISING AS THE CREATION OF CONSUMER DEMAND THROUGH THE MEDIUM OF VISUAL AND VERBAL PROPAGANDA.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
I. ADVERTISING IS THE CREATION OF CONSUMER DEMAND THR THROUGH THR MEDIUM OF VISUAL AND VERBAL PROPAGANDA.	A. The student will justify the existence of advertising in the American economy.	1. Show the film The Magic Key (20'C, 1-115587), and ask the students to respond to the following: a. What role does advertising play in the free enterprise system? b. Which types of advertising seem to be the most effective? c. Can our economy function successfully and efficiently without advertising? Why or Why not? d. Is consumer sovereignty affected or effected by advertising? Explain your answer. 2. Invite a member of the Advertising Club of Greater Miami to come in and speak to the students on the functions of advertising. 3. Have students read books on advertising and report back to class, i.e., The Environment of Marketing Behavior by Robert J. Holloway and Robert S. Hancock, The Permissible Lie: The Inside Truth About Advertising by S. Sinclair Baker, The Innocent Consumer vs. The Exploiters By Sidney K. Margolius, Economics for Young Adults by B. Linder, Chapter 3.
	B. The student will analyze the methods used by the advertiser.	1. Have students read texts on the methods used by advertisers and report back to the class, i.e., The Hidden Persuaders by Vance Packard. 2. Ask students to list the products they have purchased during the last month and then identify the psychological, social, or economic motives behind the purchase to determine whether they are an emotional or rational consumer. 3. Have the students watch their favorite T.V. program and determine the number of commericals during the program, content of the commericals, and the effectiveness of the commericals.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		After they have presented this information to the class, ask them to evaluate the effects of advertising on the consumer. (The average 12th grader has been exposed to 11,000 hours of learning and 15,000 hours of television by the time he reaches 12th grade). 4. Instruct the students to bring examples of advertising, obtained from magazines or newspapers, to class and identify: a. Media used b. Type of product c. Price range of product d. Age group advertising is directed at e. Income group advertising is directed at f. Method used to attract consumer attention It might prove beneficial to ask student to attempt to identify product from ad along (visually). 5. Ask the students to respond to the following question which may also be used as a debate topic: Resolved: Advertising is an acceptable form of propaganda.
	C. The student will suggest effects of advertising on supply and demand in the marketplace.	1. Have the students identify the advantages and disadvantages of advertising to the consumer, business, and the economy in general. 2. Assign students to determine what new products have been made available to the consumer during the past few months and then ask them to respond to the following and report to the class:

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		a. Did the new product create its own market or replace the market of another product? b. Was the product produced to meet consumer demand or was the demand created for the product? c. In what product areas does advertising seem to have the most effect? Why? 3. Have students research the influence of supply and demand on advertising, and vice versa, by: a. Identifying the amount of money spent on advertising by particular manufacturers. b. Comparing increases or decreases in sales as related to the spending on advertising. c. Compare, as in (b), but for specific industries, i.e., autos, clothing, food.

GOAL 7: THE STUDENT WILL SYNTHESIZE THE QUALITIES OF KNOWLEDGEABLE CONSUMERS IN THE MARKETPLACE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VII. A KNOWLEDGEABLE CONSUMER EXERCISES INTELLIGENT BUYING HABITS.	A. The student will examine the marketplace as the workshop of the consumer where buying represents voting for a product.	1. Show the film The Supermarket (available from S & H Company, 330 Madison Avenue., New York, New York 10017) in order to observe shopping in a supermarket and ask the students to respond to the following: a. What influences the average consumer to buy a product? b. What should influence an average consumer to buy? c. Should a policy of "caveat emptor", buyer beware, be followed in the business world? 2. Have students read one or more of the following books and report back to class: a. Consumer Buying for Better Living by Cleo Fitzsimmons. b. $$$ and Sense: Your Complete Guide to Wise Buying by Ella Gale. c. The Consuming Public by Grant S. McClellan. d. How to Get 20-90% Off on Everything You Buy by Jean and Cle Kinney. e. Know Your Merchandise by Isabel B. Wingate and others. f. Booklet entitled Your Shopping Dollar (available from Household Finance Corporation, Prudential Plaza, Chicago, Illinois 60601, 25¢). 3. Have students bring in samples of food products (canned) and identify the grade labeling, unit pricing, and code stamping of each and respond to the following: a. Is there an advantage of brand-names over local names? b. How can discounts or sales be profitably used by the consumer? c. Which of the products would you select and why?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The student will illustrate fraudulent and deceptive practices that influence the consumer.	1. Invite a speaker from the Agricultural Department or local FDA office to come in and speak on consumer fraud. 2. Invite a member of the Public Safety Department to come in and speak on fraudulent home improvement and other phony repair services. 3. Select students to read and report on some of the following: a. The Vulnerable Americans by Curt Gentry. b. Consumer Swindles and How to Avoid Them by John L. Springer. c. The Thumb on the Scale; or, The Supermarket Shell Game by A. Q. Moubray. d. The Bargain Hucksters by Ralph Lee Smith or The Health Hucksters. e. Selected articles in Consumer Reports magazine. 4. List the following on the board and ask the students to define, and suggest examples of, each: a. "Bait and switch" advertising b. Slack-fill packaging c. Fraudulent home improvement d. Phony repair services
	C. The student will compare the costs of consumer purchasing with the risks involved.	1. Invite a representative from the Agricultural Department-Home Economics Extension to come in and speak on the costs and pitfalls of food and clothing purchasing. 2. Invite a car dealer to come in and speak on the costs and risks of buying an automobile.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students read and report on the following booklets: Your Food Dollar and Your Auto Dollar (both available at 25¢ each from HFC, Chicago).

GOAL 8: THE STUDENT WILL PROPOSE REASONS FOR THE INTELLIGENT USE OF CREDIT AND INSTALLMENT BUYING.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
VIII. CREDIT AND INSTALLMENT BUYING REQUIRE INTELLIGENT CONSUMER DECISION MAKING.	A. The student will devise a method for determining a consumer's purchasing power.	1. Show the film The Wise Use of Credit (12'C, 1-10199), and ask the students to respond to the following: a. How is consumer credit established? b. What factors determine how much credit a family can afford? c. Are the requirements for obtaining credit too strict? d. Can you suggest a better method of determining one's credit potential? e. Is collateral always necessary for borrowing? 2. Present three credit application situations to the students and ask them to construct a schedule to be used to determine one's purchasing power: a. No. 1 owns home, married with 2 children, $150/week income, $3000 in bank, has gas credit card and department store charge plates, is paying off a car. What is the credit potential? How is it determined? b. No. 2 and No. 3 examples might be of single people, young marrieds with no children, or large families renting a home.
	B. The student will suggest reasons for consumer financial borrowing.	1. Have students read booklets entitled Understanding Consumer Credit (obtainable from the Educational Opportunities Division, Follett Educational Corp., Chicago, at cost for a class set) and list reasons, both acceptable and unacceptable, for borrowing. 2. Invite a speaker in from the Credit Bureau of Greater Miami to discuss reasons for consumer borrowing and the procedures involved.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Elicit reasons from students why they would borrow money and evaluate their acceptability. 4. Have students read and report on pertinent articles in Consumers Reports magazine. 5. Discuss the importance of self-restraint on the part of the consumer where borrowing is concerned. Does credit lessen a consumer's self-restraint?
	C. The student will investigate the use of various forms of charge accounts.	1. Invite a member of the credit department of a local department store to come in and discuss the use of charge accounts and lay-away plan. 2. Have students research and report to the class on the difference between revolving charge accounts, household accounts, and lay-away plans. From these reports, the students can list advantages and disadvantages of each for the consumer. 3. Have the students write to various companies and stores requesting credit card applications. When the applications are brought to class, discuss them as follows: a. What financial requirements are asked? b. How much personal background information is requested? c. Are there any other restrictions or regulations indicated? d. What type of credit references are asked? (Have some return them and not fill in this section to determine its importance). e. What is the type of business?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		4. Discuss the following: a. Can the average U.S. family afford consumer credit? b. Can the average U.S. family afford not to have consumer credit? c. Can expansion of the American productive system continue without an expanding market based on easy credit? d. What are the advantages and disadvantages to the consumer?
	D. The student will justify the necessity of consumer installment buying.	1. Show the film Installment Buying (10'BW, 1-04054) and ask students to respond to the following: a. What questions should consumers answer before attempting installment buying? b. What sections of the installment contract should be of prime concern to the consumer? c. What are the costs of installment buying? d. What risks does the consumer assume when buying in this manner? e. How can the consumer save money through installment buying? 2. View filmstrips on Our Credit Economy narrated by Sen. Proxmire (obtainable from Guidance Associates of Pleasantville, New York, includes 2 filmstrips, 2 records, and a teacher filmstrip guide). 3. Invite a local bank official in to discuss installment buying and contracts. 4. Have students read and report on books in this area, i.e., Buy Now, Pay Later by Hillel Black.

AL 9: THE STUDENT WILL SUGGEST PROCEDURES TO FOLLOW WHEN BUYING A HOME.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
IN ORDER TO AVOID POOR JUDGMENT WHEN BUYING A HOME, THE CONSUMER SHOULD ADHERE TO CERTAIN PROCEDURES.	A. The student will compare the reasons for buying a home to those for renting a home or apartment.	1. Have students investigate reasons for buying vs. renting a home or apartment and present a panel discussion or debate to the class. 2. Ask students to decide upon and identify reasons for buying vs. renting a home and then list them on the board. Students can report on buying vs. renting using the U.S.D.A. yearbook 1965. Suggest questions and items to consider: a. Size of family b. Income of family c. Mobility d. Age e. Leisure time f. Personal reasons 3. List advantages and disadvantages on the chalk board and discuss their relative importance, i.e.: Advantages: better quality, better neighborhood, good investment, homestead exemption, credit reference, prestige Disadvantages: depletion of savings, obligations created, fixed payments, real estate taxes, too permanent
	B. The student will describe a method for locating a suitable home.	1. Have a student interview a real estate agent or broker to come in, and discuss the procedures to follow and things to consider before buying a home.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. Invite a contractor in to speak on the costs and problems involved when building a home or have students interview one and report back to the class. 3. Have students read and report to the class on the following books: a. Building or Buying the High-Quality House at Lowest Cost by A. H. Watkins. b. Your Housing Dollar (booklet available for 25¢ from HFC, Chicago). c. Realtor - Its Meaning and Use The Home Seekers Guide Book House Hunting Hints. All available free from the National Association of Real Estate Boards, 155 E. Superior Street, Chicago, Illinois 6061[illegible]. 4. Have parents become involved by asking students to list reasons parents gave for purchasing their house. List the reasons on the board for open discussion.
	C. The student will identify the variables encountered when financing a home.	1. View the films Using Bank Credit (8'BW, 1-00396) and Credits and Loans (20'BW, 1-10196), and ask the students to respond to the following: a. How can banks assist the consumer in buying or building a home? b. What costs are involved when buying a home? c. Where should one go to obtain financial help when buying a home? What if these organizations were not available? 2. Invite a member of the local FHA office to speak on the costs and procedures of financing a home.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Invite a banker in to relate the services he can render to the consumer when financing a home. 4. Have students assume they are purchasing a home. Discuss the following: a. Contract b. Financing (1) Down payment (2) Mortgages (3) Closing costs c. Insurance (1) Title (2) Mortgage

GOAL 10: THE STUDENT WILL DISCUSS CRITICALLY THE EXISTING SOURCES OF CONSUMER AID AND PROTECTION.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
MANY SOURCES OF PROTECTION AND AID ARE AVAILABLE TO THE CONSUMER.	A. The student will evaluate the sources of aid available from public and private, state and city organizations.	1. Invite speakers in from the following areas to discuss their roles in consumer protection: a. State Attorney General's Office b. Private attorney c. Consumer Protection Division of Dade County d. Better Business Bureau e. Chamber of Commerce f. <u>The Miami Herald</u> 2. Have students research and report to the class on the consumer protection activities of the organizations listed above. 3. Plan a field trip to the Small Claims Court to identify its role in consumer protection. 4. Have students bring in current events articles pertaining to consumer protection and identify the agency contacted, problem, action taken, consumer's role in the action.
	B. The student will analyze the national agencies which function for the consumer.	1. Have the students investigate and report on the consumer protection activities of the national agencies stated i the content outline. 2. Have other students construct hypothetical violations to present to the panel of students conducting the research. Discuss their findings and solutions in class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Have students bring in current events articles of national agency activities in protecting local consumers. Discuss these reports.
	C. The student will suggest legal and other sources of consumer protection.	1. Show the New York Times filmstrip on Protecting the Consumer and ask students to respond to the following: a. What are the most important aspects of the Truth-In Lending and Truth-In Packaging legislation to the consumer? b. How can this legislation be improved? Enforced?
		2. Have students read and report on books by Ralph Nader, i.e., Unsafe At Any Speed, and discuss the role of Ralph Nader as a consumer advocate.
		3. Have students research and report to the class on the following either in panel or debate form: a. Modified FTC Act b. Truth-In Lending legislation c. Truth-In Packaging legislation d. Auto Safety legislation
		4. Have students read and discuss various articles on consumer protection in the following periodicals and identify their role in protecting the consumer: a. Consumer's Reports b. Consumer Bulletins c. Changing Times d. Better Homes and Gardens e. Good Housekeeping

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		5. the importance of the Modified FTC Act in protecting the consumer from fraud and deception. 6. Read and discuss chapters 13 and 14 in Economics For Young Adults by Bertram Linder ("Government Aids The Consumer," and "Other Aids To The Consumer"). 7. The Business Education teacher might be invited to the classroom toward the end of the course to discuss the Business Education Department's curricula.

MATERIALS:

I. RECOMMENDED BASIC TEXTUAL AND OTHER MATERIALS:

A. Textual (books):

Schoenfeld, David and Natella, Arthur A. The Consumer and His Dollars. 2nd ed. Dobbs, Ferry, New York: Oceana Publications, Inc., 1970.

Wilhelms, Fred T.; Heinerl, Ramon P.; and Jelley, Herbert M. Consumer Economics. 3rd ed. New York: McGraw-Hill Book Co., 1966.

Wilson, W. Harmon and Eyster, Elvin S. Consumer Economic Problems. 7th ed. Cincinnati: South-Western Publishing Co., 1966.

B. Supplemental Textual Material (class sets of booklets recommended):

Bohlman, Herbert W. and Bohlman, Edna McCaull. Understanding Consumer Credit. Chicago: Follett Educational Corporation, 1968.

Federal Reserve System, Purposes and Functions. Atlanta: Federal Reserve Bank of Atlanta, 1963.

Money: Master or Servant. Atlanta: Federal Reserve Bank of Atlanta, 1969.

Portfolio of Teaching Aids. New York: New York Stock Exchange Educational Division, 1969.

You and Your Investment World. New York: New York Stock Exchange Educational Division, 1969.

You and Your Money. Richmond: Federal Reserve Bank of Richmond, 1969.

U. S. Department of Health, Education, and Welfare, Social Security Administration. Social Security (information packages). Washington, D. C.: Government Printing Office, 1966.

C. Periodicals: Consumers Reports magazine. New York: Consumers Union of U.S., Inc., 1971. (six subscription copies are recommended for group use).

D. Audio-Visual (all films can be procured from Lindsey Hopkins):

Casualty Insurance. EBEC, 20 min. B&W.
Credits and Loans. Prog. Pictures, 20 min. B&W.
Federal Reserve Bank and You. Federal Reserve Bank of Atlanta, 30 min. B&W.
Installment Buying. Coronet, 10 min. B&W.
It's Everybody's Business. U.S. Chamber of Commerce, 22 min. Color.
Money on the Move. Federal Reserve Bank, 28 min. Color.
The Penis Sex. Advertising Club of Miami, 20 min. Color.
The Modern Corporation. Sutherland, 28 min. Color.
The Supermarket. Sperry & Hutchinson Company.
The Wise Use of Credit. Sutherland, 12 min. Color.
The Work of the Stock Exchange, Coronet, 15 min. B&W
Using Bank Credit. American Bankers Association, 8 min. B&W.
Protecting the Consumer. New York Times, Inc., 1969. 1 filmstrip, record, and guide.

II. ALTERNATE STUDENT AND CLASS MATERIAL:

A. Supplemental Textual: (*Low level booklets)

* Consumer Credit and You-The Consumer Finance Story. Washington, D.C.: National Consumer Finance Association, 1960.

Consumers All, USDA Yearbook, 1965. Washington, D. C.: Government Printing Office, 1965.

Counterfeit? Atlanta: Federal Reserve Bank of Atlanta, 1970.

How to Invest in Stocks and Bonds. New York: Merrill Lynch, Pierce, Fenner & Smith, 1970.

* Keeping Our Money Healthy. Atlanta: Federal Reserve Bank of Atlanta, 1966.

Linder, Bertram L. Economics for Young Adults. New York: Sadlier, 1971.

Managing Your Money: Madison, Wisconsin: CUNA International, Inc., 1968.

Money and Economic Balance. Atlanta: Federal Reserve Bank of Atlanta, 1967.

Money and Finance. Washington, D.C.: U.S. Chamber of Commerce.

* Money Management Institute. Your Auto Dollar. Chicago: Household Finance Corporation, 1969.

* Money Management Institute. Your Food Dollar. Chicago: Household Finance Corporation, 1969.

* Money Management Institute. Your Housing Dollar. Chicago: Household Finance Corporation, 1969.

* Money Management Institute. Your Shopping Dollar. Chicago: Household Finance Corporation, 1969.

* Mystery of Economic Growth, The. Philadelphia: Federal Reserve Bank of Philadelphia, 1966.

* Time-Life Book of Family Finance. New York: Time-Life Books.

Unemployment to Prosperity, Why? Philadelphia: Federal Reserve Bank of Philadelphia, 1966.

Using Bank Services. New York: Banking Education Committee of the American Bankers Association, 1969.

* What Everyone Should Know About the American Economy and Its Problems. Greenfield, Massachusetts: Channing L. Bete Co., Inc., 1965.

* Why Economics? Washington, D.C.: U.S. Chamber of Commerce.

* Why Prices? Washington, D.C.: U.S. Chamber of Commerce.

B. Audio-Visual:

Our Credit Economy. Guidance Association of Pleasantville, New York, 1970. 2 filmstrips, 2 records, and guides.

Role of the Federal Reserve System in the U.S. Economy. Joint Council on Economic Education, 1961. 3 filmstrips, records, and guides.

C. Other:

Managing Your Money Game, available from CUNA Mutual Insurance Society, Madison, Wisconsin.

Monopoly, available from Parker Bros., New York.

Stock Market Game, available from Parker Bros., New York.

BMG (simulation game). Western Behavioral Sciences Institute, 1150 Silverado, La Jolla, California 92037.

Consumer (simulation game). Western Publishing Company, Inc., School and Library Department, 850 Third Avenue, New York, New York 10022.

Market Game (game). Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017.

B. Supplemental Pupil Resources:

Periodicals: Better Homes and Gardens
Changing Times
Consumer Bulletins
Consumers Digest
Consumer Reports
Family Handyman
Newsletter of the American Council on Consumer Interests

III. TEACHER REFERENCE MATERIALS:

- Baker, Sinclair. The Permissible Lie: The Inside Truth About Advertising. Cleveland: World Publishing Company, 1968.
- Bishop, James Jr. and Hubbard, Henry W. Let the Seller Beware. Washington, D. C.: The National Press, Inc., 1969.
- Black, Hillel. Buy Now, Pay Later. New York: William Morrow & Company, 1961.
- Caplovitz, David. The Poor Pay More. New York: The Free Press, 1967.

Consumer Education Bibliography. Washington, D. C.: U.S. Government Printing Office, 1970.

Douglas, Paul H. In Our Time. New York: Harcourt, Brace & World, 1968.

- Fitzsimmons, Cleo. Consumer Buying for Better Living. New York: John Wiley & Sons, Inc., 1961.
- Gale, Ellis. Off and Runner: Your Complete Guide to Wise Buying. New York: Fleet Publishing Corporation, 1965.

* Centry, Curt. The Vulberable Americans. Carden City, New York: Doubleday & Co., Inc., 1966.

GNP: The Flow of Income and Expenditures in the U.S., 1967. New York: The Twentieth Century Fund, 1969.

* Golde, Roger A. Can You Be Sure of Your Experts. New York: The MacMillan Co., 1969.

* Holloway, Robert J. and Hancock, Robert S. The Environment of Marketing Behavior. New York: John Wiley & Sons, Inc., 1964.

* House Hunting Hints. Chicago: National Association of Real Estate Boards, 1969.

* Kinney, Jean and Kinney, Clo. How to Get 20-50% Off on Everything You Buy. New York: Parker Publishing Company, 1969.

* Margolius, Sidney K. The Innocent Consumer vs. The Exploiters. New York: Trident Press, 1967.

* Market for Millions. New York: Educational Services Department of the American Stock Exchange, 1969.

* McClellan, Grant S. The Consuming Public. New York: H. W. Wilson Co., 1968.

* Modern Health Insurance. New York: Health Insurance Institute, 1969.

* Moubray, A. Q. The Thumb on the Scale; or, The Supermarket Shell Game. Philadelphia: J. B. Lippincott Co., 1967.

* Nader, Ralph. Unsafe at Any Speed. New York: Grossman Publishers, 1965.

* Packard, Vance Oakley. The Hidden Persuaders. New York: David McKay Co., Inc., 1957.

Policies for Protection. New York: Institute of Life Insruance, 1969.

* Realtor-Its Meaning and Use. Chicago: National Association of Real Estate Boards, 1967.

Rose, Jerome G. The Legal Advisor on Home Ownership. (paperback)

Safeguards of Freedom: Thrift and Home Ownership. Chicago: U. S. Savings and Loan League, 1969.

SBA, What It Is, What It Does. Washington, D. C.: Small Business Administration, 1969.

* Smith, Ralph Lee. The Bargain Hucksters. New York: Thomas Y. Crowell Co., 1962.

* Smith, Ralph Lee. The Health Hucksters. New York: Thomas Y. Crowell Co., 1960.

* Springer, John L. Consumer Swindles and How to Avoid Them. Chicago: H. Regency Co., 1970.

Techniques for Consumer Credit in Education For Family Financial Management. Baltimore: Family Services Program, Baltimore Urban League, 1969.

* The Home Seekers Guide Book. Chicago: National Association of Real Estate Boards, 1969.

The Savings and Loan Association: An American Financial Institution. Chicago: U. S. Savings and Loan League, 1969.

The Search for Economic Security. New York: Institute of Life Insurance, 1969.

* Warkins, A. H. Building or Buying the High-Quality House at Lowest Cost.

Wingate, Isabel B.; Gillespie, Karen R.; and Addison, Betty G. Know Your Merchandise. 3rd ed. New York: McGraw-Hill Book Company, 1964.

* May also be used for supplemental student reports and reading.